

# Inspection of St Mary's Pre-School

St. Marys Youth Centre, Church Road, Yate, BRISTOL BS37 5BG

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Inspection date: 28 March 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are greeted at the door by staff and make their way to the hall. They arrive happily and settle into the activities available. Staff support children to choose what they would like to play with. Children who find it hard to settle in are given the time and reassurance they need. Staff provide children with comfort when they get upset. Staff encourage children to engage and interact at story time. For example, staff read books and encourage children to complete the actions from the story alongside them. Children show delight as they listen intently to the story. This helps to support children's attention and listening skills.

Children are supported to learn the skills required to be independent for their transition to school and successful future learning. Older children are positively encouraged to take care of their own personal needs, fully supported by staff who are close by. Younger children make good attempts at getting ready for outdoor play. Staff skilfully interact with children and provide running commentaries during play. Children's speech and language development are good, and they demonstrate that they are confident speakers. Staff provide a curriculum that is planned around the children's developing needs and interests. They follow the children's lead and plan in the moment to fully support what captures children's attention. Staff speak respectfully to the children. For example, they gently ask them if they may change their nappy or wipe their nose. They have high expectations for the children and children's behaviour is good.

## **What does the early years setting do well and what does it need to do better?**

- Children benefit from a varied curriculum that is based around what they need to learn next. They make good progress while at pre-school. All areas of children's learning are promoted well. There is a particularly strong focus on supporting children's speech and language and personal skills. Staff spend a lot of time using simple language with two-year-old children. They help children to associate words with objects or movements. They also repeat unclear words back to children and use Makaton signs to help to increase the children's vocabulary.
- The pre-school is fully inclusive and activities are planned to ensure all children can participate. The special educational needs coordinator (SENCo) works with staff and outside agencies to ensure children with special educational needs and/or disabilities (SEND) are supported. The SENCo reviews individual support plans with staff to monitor the progress children make and to identify any further gaps in children's learning. The SENCo shares strategies with other agencies involved in children's learning and development to ensure a consistent approach. This helps children with SEND to make good progress from their individual starting points.

- Staff effectively bring children together for group times. For example, they gently ring a bell which draws children to stop and listen. This enables staff to share details of changes of the routine, such as when it is time to tidy up. Children receive effective encouragement in this task, enabling them to learn to care for the equipment. They fill baskets and tubs and then carry it together to put it away, showing effective team working.
- Children benefit from warm, loving interactions from the attentive staff. Staff help children to understand what behaviour is expected from them. For example, they gently remind children to share, take turns and use their manners. However, at times, staff do not always use opportunities that arise to help children understand their emotions and talk about their feelings, to self-regulate and understand the effects their behaviours have on others.
- Staff confidently weave mathematical language into children's play. This means that children confidently count how many play dough cakes they have made for example. Children work out how many bricks they need for their constructions. They talk about size, shape and pattern as they organise their blocks.
- The manager values the impact that professional development can have on improving the quality of staff's practice over time. She ensures that staff attend training to keep their knowledge up to date and meets with staff regularly to support them in developing their skills. Staff well-being is promoted and morale is high.
- Partnerships with parents are strong. Staff gather key information from parents before their children start at the pre-school. This helps staff to plan effectively and follow familiar care routines. Staff keep parents informed on the progress their children make and provide ideas on how to continue their learning at home. Parent feedback is highly complimentary. They say their children make great progress, and they comment on the 'family feel' of the pre-school.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- improve ways to support children in understanding their emotions so they can learn to self-regulate and communicate their feelings more effectively.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | EY379776                           |
| <b>Local authority</b>                             | South Gloucestershire              |
| <b>Inspection number</b>                           | 10311848                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 36                                 |
| <b>Number of children on roll</b>                  | 60                                 |
| <b>Name of registered person</b>                   | St. Mary's Pre-School Limited      |
| <b>Registered person unique reference number</b>   | RP910371                           |
| <b>Telephone number</b>                            | 07779 570 239                      |
| <b>Date of previous inspection</b>                 | 12 April 2018                      |

## Information about this early years setting

St Mary's Pre-School registered in 2008. It is situated in Yate, South Gloucestershire. The setting provides care between 9am and 3pm each weekday, during term time only. It employs nine members of staff. Of these, one has qualified teacher status, five have a level 3 qualification and three staff are unqualified. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Marie Swindells

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector interacted with staff and parents and took account of their views.
- A joint observation was carried out with the inspector.
- A leadership and management meeting was held with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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